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ABSTRACT

This is a first-grade unit of study about the concept of cooperation. The content covers the concept of cooperation and the context in which it is illustrated: through rules in sports, at home and at school; through teamwork in games and projects; and through individual efforts of helping, trusting and sharing. Additional content focuses on how cooperation helps make American society better. The unit includes goals, specific objectives, activities, and evaluation plan, and a 9-item annotated bibliography. Knowledge goals focus on having the students learn: how rules are made and why we follow them; why some tasks cannot be accomplished without help from others; that families, classmates, and sports teams all have responsibilities they share; and how Americans work together to make our society better. Skill goals focus on observing whether rules are being followed or broken and working together to complete various tasks. The attitudinal goal of the unit is to have students learn to appreciate the help of others and learn how to share. The activities involve role playing, discussions, drawing pictures, observing and charting data, jig-saw puzzles, painting, trust games, listening to records, brainstorming, and book making. The unit evaluation plan is tied to the goals, objectives and activities, and based on observations of group participation, work in the interest center, individual folders, and conferences. (JDH)

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COOPERATION

FIRST GRADE

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KATHY MITCHENER

April 23, 1986

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COOPERATION

I. Rules

A. Observation of
1. In school
2. At home
3. In sports

B. Importance
1. Discussion
2. Generating own rules

II. Team Work

A. Games
1. Share
2. Work together
3. Help
a. Support

B. Group Projects
1. Responsibility
2. Task production
3. Participation

III. Individual Effort

A. Games
1. Trusting
2. Helping
3. Sharing

B. Projects
1. Participation
2. Giving
3. Task responsibility

IV. Environmental Influences

A. Families
1. Rules
2. Responsibilities
a. Sharing
b. Discussion
1. Pictures-Drawings
2. Observations

B. School
   1. Rules
      a. Discussion
      b. Observations
   2. Individual Effort
      a. Games
      b. Projects
      c. Assignments
   3. Group Effort
      a. Games
      b. Projects

C. Sports
   1. Rules
      a. Discussion
      b. Observation
   2. Participation - Games

D. Friends
   1. Help
   2. Share

V. America

A. The Flag
   1. Its meaning
   2. Elements
      a. Colors
      b. Stars
   3. Construction of

B. People
   1. Occupations
      a. Help
      b. Sharing
      c. Role Playing
   2. Work Together
      a. Health
      b. Safety

UNIT GOALS

KNOWLEDGE GOALS

1. The children will learn how some rules are made and why we follow rules.

2. The children will learn that some tasks can't be accomplished without the help of others.

3. The children will learn that they as individuals are needed to help accomplish various goals.

4. The children will learn that families, classrooms, friends and sports teams all have responsibilities that they share.

5. The children will learn the meaning of the American Flag and how we as Americans work together to make our society better.

SKILLS GOALS

1. The children will be able to note whether rules are being followed or broken.

2. The children will be able to work together to complete various tasks in various activities.

ATTITUDE GOAL

1. The students will learn to appreciate the help of others and how to share with others.

UNIT OBJECTIVES

The students will be able to:

K1 Identify rules made by their families, in school, in sports and tell why they are important.

K1 Make some new rules of their own and tell why these rules are important.

S1 Record their observations of rules that are followed and rules that are broken and discuss the results.

K4 Discuss responsibilities shared at home, at school and in sports and the importance of these responsibilities.

K4 Draw pictures of their family members (including themselves) and the different duties they have and share them with the class.

K2,S2 Participate in an activity that requires group cooperation and discuss the results of their efforts or be able to tell why they needed to cooperate as a group to establish success.

K3 Participate in an activity that requires individual cooperation and discuss the results or tell why the task won't work without individual cooperation.

K2,S2 Break into groups with each group working on part of a project in which all groups will then come together to make the whole product.

K2,K5 S2 Form groups with each group making a part of the flag and working together to assemble the flag.

K5 Explain how we as Americans work together to help make a better society and what we can do to help make it a fair society.

K Share materials and toys without conflict and help someone if they need it.

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INITIATING ACTIVITIES

K1,K4,S1 **A.** The class will be brought together for an informal discussion of rules. They should be able to tell the meaning of a rule and why rules are made. The discussion will continue and the children will be asked to explain what kind of rules are to be followed at school, at home, and in sports. These rules should be listed on the board and each of them discussed as to why they are important. The children should also be asked what happens if rules are broken and what have they seen as a consequence of breaking a rule.

K2,K3,S1 A1 **B.** The students will see a role playing scenario in which two small groups of people will be invited to the classroom. Each group will be given the same task to accomplish which will be made clear to the students. However, the students will not know how these groups are to accomplish their tasks and will witness what happens as one group works together, shares and help one another. On the other hand, the other group will be selfish and produce conflict. At the end of the scenario the students will be allowed to discuss what they saw and should realize that the group that worked together and helped one another was able to complete their task efficiently and quickly while the group that was selfish and produced conflict wound up with a mess and didn't accomplish their task.

K1,K2,K3 K4,S1,S2 A1 **C.** Building upon the initial discussion and the role playing scenario, discuss the concept of cooperation and have the children discuss what they think it means to cooperate. Ask the children to keep in mind over the next couple of days things that they see that they would consider "as cooperating" or "not as cooperating". Give them several examples and then ask them to share what they saw in school, at home, in sports and with friends. Consideration needs to be kept in mind should you have students that have problems at home. Thus, you may wish to eliminate this catagory.

K5,A1 **D.** Bring the flag out for the children to see. Ask them what the flag stands for. Continue to ask them about what the flag looks like, what the colors stand for and what the stars mean. Be sure they know this is the American Flag and when they do ask them to think about different jobs that Americans have that help people. Have them brainstorm, list the answers on the board and then put them in catagories according to similar characteristics such as health, safety, education, etc. Using catagories will encourage the children to think about why these jobs make a society better.

DEVELOPMENTAL ACTIVITIES

K4 A. After an initial discussion on rules and responsibilities, tell the children that you want them to draw pictures of their families with each one doing one of their chores that they share. After the children have drawn their pictures, put them on the wall while the class gathers around and then discuss the similarities and differences they see in the pictures. The teacher should list these similarites and differences on the board for the children to see and discuss their importance.

K1 B. Break the students into three groups. One group will represent a family, the second group will represent a classroom and the third group will represent a sports function. Tell each group that they are to make their own rules and record them. Each member of the group is responsible for making one rule. When they have completed recording their rules, have each group share with the other groups the rules they made and why they made them. If the class is large you can break into more groups and have two groups work on the same catagory and then compare the results.

K1,S1 C. Expanding on an initial activity, have the children brainstorm rules that are to be followed at school, at home, and in sports. List these rules on the board. After this is done make up a worksheet with these rules listed on it with two response columns adjacent to the rules. One column will have a happy face and the other column will have a sad face. Pass the worksheets out to the children and explain to them that you want them to watch carefully,for the day,for rules that are followed or broken. If they see a rule being followed, they put a check in the column with the happy face. If they see a rule being broken, they put a check in the column with the sad face. Have the children gather around the next day with their sheets and discuss their results.

K2,K5,S2 D. Find two large posters or make two large pictures with one picture showing a family helping around the house and the other picture showing people helping in the community. Divide the pictures into equal parts proportional to a class divided into two groups. Have the children divide into two groups. Tell each group that they will be putting puzzles together. Each member of each group will have one piece of a puzzle. The members of each group are to work together(within their own groups) to put their pictures together. When they are sure that their puzzles have been assembled correctly, let them tape the pieces together and then hang the pictures on the wall. Have each group discuss what they see happening in their pictures and then share their ideas with each other. Then have the children think of ways to add to their pictures and let them draw on the pictures.

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,A1

E. Have the students break into pairs and tell them to look at the catagories previously placed on the board. These catagories will be school, home, friends and sports. Tell each pair to choose a catagory they would like to work with. Repeating catagories is fine but make sure that all of them are covered. Tell each pair to think of a way that they could show cooperation in their catagory. Then tell them that they are all going to paint a picture about what they came up with. The students will construct a mural on a huge sheet of paper placed across the room or in the hall. Tell each pair of students where to paint. Just make sure that the wall and floor are protected and use water-base paint.

K3,A1

F. Take the children outside in a grassy area and tell them that you are going to try an experiment. Let them know that in order for the experiment to work they must trust each other and work together. Stress that this can be fun but no jokes are to be played or someone may get hurt. You need another adult to help you. Have the children observe as you fall back into your helper's arms. Then switch places with your helper. Explain to the children that this is called "Trust Fall". Break the children into pairs and with the help of your aide have them perform the trust fall. You and the aide stand behind each pair of children as a safety measure. After the activity is completed, have the children discuss their feelings and what they had to do for the experiment to work.

K2,S2,A1

G. Take the children outside and tell them they are going to play a new game. The game is called "Triangle Tag" and they will work in groups of four. Demonstrate with a group what they will do. Have three children form a circle by holding hands. One child in the group will be called the target. Tell a fourth person that they are the chaser. The object of the game is for the chaser to tag the target. The job of the group (including the target) is to protect the target by constantly moving to keep the chaser from the target. The chaser can't tag across the triangle or on the hands. After the children have played the game, have them discuss what they had to do to be successful.

K

H. Play some sound recordings from the series "Let's Find Out About" on various days. Some of the topics are "About Families. About Helping." and "About Safety. About Manners." Have the children listen carefully to the recordings and then retell (have the children retell) what they heard. Also have them discuss what they thought was good and/or bad from what they heard. If there are bad points, what would the children do to make them better?

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.S2 I. Review with the children the meaning of the flag and each of its elements. Ask them what they think America is and how Americans help one another. Have the students break into four groups and tell them that they are going to make a flag. One group will make the background, a second group will make the red stripes, a third group will make the blue area and the fourth group will make the stars. After each group has finished their task have them come up and put their part on the background. Keep the class flag out for the children to refer to during this activity. When they have assembled the flag have them put the flag up on the wall. After this has been done have each group write a description of what they made, how they made it and what it means.

5,A1 J. Have the children brainstorm about occupations they think people have that help other people. Then have each child choose one that he/she thinks they would like to do. Take them to the library and give the librarian the list that was created. Have each child read a story about someone in their occupation. May have to substitute for some. Then have the children role play their occupations in front of the class. Afterwards, have the children discuss what they saw and how these people help others. Some of the children's parents may be in these occupations and as a follow-up activity you may want to invite them to speak to the class.

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CLOSING ACTIVITIES

K2,K3,S2 A. Have the children construct a bulletin board - maybe even a collage - in which they bring in pictures of scenes depicting cooperation. Also have a reading center near this bulletin board in which books can be supplied by you and the children with stories dealing with cooperation.

K1,K4,K5 S1,A1 B. Have the children make books containing stories that deal with various aspects of cooperation. Keep the books in the interest center so that the children have a chance to share with one another. You may even wish to let the children read to one another.

A1 C. Show a Sesame Street filmstrip. This filmstrip "Presents in cartoon format four stories featuring characters from the television program Sesame Street. It focuses on the nature of social interactions, with the aim of helping children discover useful ways of entering social groups easily and participating in them constructively." After viewing the film have the children discuss what they saw and why these things are important.

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EVALUATION

Evaluation will be assessed on the basis of four main factors: Group participation, an interest center, individual folders and individual conferences. Because the whole emphasis of this unit is on cooperation, I feel that the developmental activities of group and individual participation should be weighed the heaviest with a value of 50%. Group and individual participation will be evaluated in the following manner:

K2,K3
S2,A1

	Always	Sometimes	Never
Accepts ideas of others			
Is task oriented			
Completes task on time			
Helps others			
Seeks information			
Works well with others			
Listens to others			
Makes an overall positive contribution to the group			

This chart will be used for each of the activities thus collecting about 1[illegible] for each child so as to give a more even spread. Letter grades will not be assigned. Instead a +, ✓, or - will be used to indicate each catagory respective to the way shown. Certainly this calls for a great deal of observation thus the reason for collecting these sheets over a period of time.

K3 The second catagory of evaluation will consist of an interest center containing tape recordings, picture matching, and response sheets for the children to work on at designated times. A file box will be kept at the interest center in which they

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...ll put their finished work. A system of stickers will be used to evaluate their work. Example:

Completed Corret	Completed One Wrong	Completed More than one wrong	Incomplete
		No sticker, must do over	No sticker must do over

This portion of grading will be worth 10%.

K4
S1

A third part of my evaluation will consist of a folder on each child that will be worth 20%. This folder will contain many items collected throughout the unit. These items will consist of worksheet, written stories, drawings, pictures and books made by them. Again, no grades will be assigned and a system of + or - will be used. A chart will be placed inside each child's folder depicting various catagories and their assigned values. Example:

Activity Number	Assignment	Completed	Not Completed
1	Drawing	+	
2	Story/Book		-

Because the various methods will be occuring over a fairly long period of time I feel that there also needs to be a system of checks and balances. Therefore, I will periodically hold individual conferences with the children based on the collection of their folders and participation chart. I will let each child know where he/she needs to make-up or correct some work and discuss with them how

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might accomplish this. It will probably be done through a self-check chart unless the child thinks of another method he/she really wants to use. This portion of assessment will be worth 20% and will figure into the overall grade.

This is my total system of evaluation and the breakdown will look like this:

Group & Individual Participation	50%
Interest Center	10%
Individual Folders	20%
Individual Conferencing	20%

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BIBLIOGRAPHY

Fluegelman, Andrew, More New Games! Dolphin Books/Doubleday & Company, Inc., Garden City, New York (1981) p. 43.

This book was developed as an additional series to the New Games book published at an earlier time. The main focus is a very good series of games that take 2-24 players and initiate cooperation - sometimes competition- among the players.

Heath Social Studies, Homes and Neighborhoods Teacher's Resource Book. D.C. Heath and Company, Lexington, MA (1985). Worksheets 10,12,14,17,18,38,40.

This book is designed to go with the students textbook and contains many nice worksheets that can be used to supplement and evaluate activities.

Martorella, Peter H., Elementary Social Studies; Developing Reflective, Competent, and Concerned Citizens. Little, Brown and Company, Boston, MA. (1985) p.247.

This text offers a variety of activities within its own subject headings. It also has a nice section on evaluation that can be used as a guide.

McCune-Nicolich, Lorraine & Woolfolk, Anita E., Educational Psychology for Teachers. Prentice-Hall, Inc., Englewood Cliffs, NJ (1984) pp. 286-287.

This book gave a useful activity that deals with management in the classroom and I was able to use it as a cooperation activity.

Peterson, Jeff, "Trust Fall" Lesson Plan. Adapted from the New Games book.

Jeff's lesson plan provides a wonderful way for children to learn to appreciate others and develop better trust. His lesson was taken from the New Games series now becoming more popular in the schools for the development of social skills.

Reque, Barbara Radner - Heath Social Studies, Homes and Neighborhoods. D.C. Heath and Company, Lexington, MA., (1985) pp. 33-84.

This is a first grade social studies textbook. It gives a nice continuity of subject areas that mainly deal with various environments children encounter in their everyday lives.

Ryan, Frank L., The Social Studies Sourcebook. Library of Congress (1930) pp. 26-29.

This book is now out of print. Unfortunate because it gives a very nice variety of activities that can be implemented in the classroom that can be adapted to various content areas.

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Street, "Skills for Growing. Learning About Others." Guidance Associates, NY (1976) Filmstrip HQ783 .S45, materials center.

This filmstrip series (4) deals with the social interaction of children and focuses on helping children to enter social realms more easily.

Sound Recording "Let's Find Out." Series 3 and 6. PZ8.2 .A3, materials center. Nawah, NJ (197?).

This is children's stories sound recording that contains a series of sound tracks concerning children-their families, growing up, examining feelings, and safety.

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